

Helps and Hints

Family Child Care Newsletter

Childhood Services

Arkansas State

University

2006

Helps and Hints Family Child Care Newsletter is funded by the Department of Health & Human Services, Division of Child Care and Early Childhood Education, Little Rock, Arkansas

Inside this issue:

Art & Creativity

Sing, Song, Sway

Math & Manipulatives

Sensory

Special Section

And much more!

Jack and the Beanstalk

Jack and the Beanstalk is one of our most favorite fairy tales from childhood. Jack's adventure provides us with a background for this month's newsletter about seeds, planting, and farming. These areas of interest are very real for children and offers many options for activities and projects in our early childhood environments.

Seeds and planting are traditionally springtime topics but can be used during anytime of the year. Indoor winter planting activities can be accomplished with many different varieties of vegetation as you will see.

We are fortunate in Arkansas to have easy access to rural areas where farming is available. Even within the urban areas, many residents plant vegetable gardens or have flower beds in ground or in pots. These real experiences will enhance your study of seeds, plants, and farming.



Start planning now!

NW Arkansas Spring Provider Conference

April 12, 2008

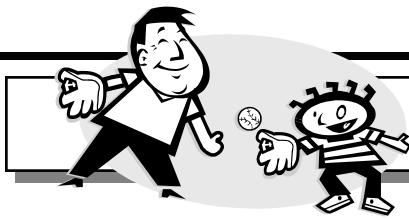
Jones Center for Families

Springdale, Arkansas

Registration Information coming soon!

Call 479-751-3463 for more information

www.nwachildcare.org



Parent Involvement

You can involve parents in your seeds, planting, and farming activities by:

- ☺ Developing a literacy take-home pack which could include books, props, and games about our topics.
- ☺ Asking parents to assist their child in finding a new seed everyday. The child can bring in the seed for sharing with other children.
- ☺ Having children sketch their flowers from their yards.
- ☺ Asking parents to photograph the flowers from their yard or vegetable gardens, if present.
- ☺ Telling their version of Jack and the Beanstalk from childhood. Share with their child where they first heard the story and who told it to them.
- ☺ Suggesting families go on a walk in a wooded area and collect seeds from trees.

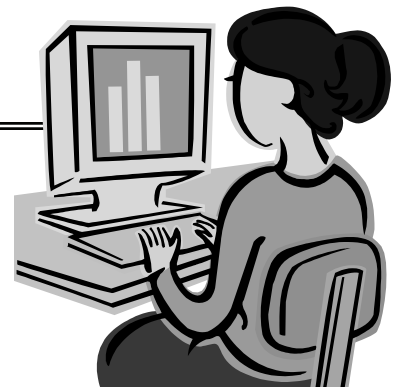


Extra Helpers

www.kindermusikwithlindseyhamilton.com
www.preschooleducation.com
www.teachercreated.com/free
www.manandmollusc.net/links_teachers
www.theteacherscorner.net
www.teachersparadise.com
www.perpetualpreschool.com

An additional resource that you might find helpful for this and any other units:

www.preschoolexpress.com





Circle (Group) Time

Read "Jack and the Beanstalk". Use sequence pictures. Then put the pictures in the library center for children to retell the story.

Jack and the Beanstalk

Many years ago a poor widow lived in a shack with her son, Jack. One day she said to Jack, "You must take our cow to town and sell it for money to buy food." Jack set off to town and soon met a man who offered him a handful of magic beans in exchange for the cow. Jack gladly took the beans and ran home to show his mother what a good trade he had made. Jack's mother was disappointed. In her despair she threw the magic beans out the window.

When Jack awoke the next morning, he saw a giant beanstalk growing straight up into the sky. He immediately climbed out the window and up the beanstalk. At the top of the beanstalk he saw a huge castle. He knocked at the door and was greeted by a giant's wife. She gave him food to eat, but told him to eat quickly and run away before the giant returned.

Just then, Jack heard the giant roar: "Fe, fi, foe, fum, I smell the blood of an Englishman! Be he alive or be he dead, I'll grind his bones to make my bread!" Jack quickly found a safe hiding place. The giant sat down to eat. After he had eaten, the giant called for his magic hen. "Lay, hen, lay a golden egg!" he commanded.

As Jack watched, he remembered that the magic hen rightfully belonged to his mother. He had been told that a magic hen had been stolen from his family long ago by a cruel giant.

The giant soon fell asleep and began to snore. Jack jumped from his hiding place and snatched the hen. Then he climbed down the beanstalk to safety.

Early the next morning Jack climbed up the beanstalk again. This time the wife refused to let him in the castle. Jack hid nearby until her back was turned, and then he slipped into the castle and hid. Soon he heard the giant roar loudly: "Fe, fi, foe, fum, I smell the blood of an Englishman! Be he alive or be he dead, I'll grind his bones to make my bread!"

"Husband, you smell this grand dinner that I've made," said the good wife. "Come eat!" So, the giant ate. Then he called for his magic harp, which had also been stolen from the rightful owners. "Play, magic harp, play," he commanded. Soon he fell fast asleep.

Circle (Group) Time

Jack jumped from his hiding place, grabbed the harp and started down the beanstalk. About halfway down, the harp began to sing out, "Master, Master, I have been stolen!" The giant was awakened and he immediately climbed down the beanstalk after Jack.

Jack jumped to the ground just a step or two ahead of the giant. He quickly grabbed his ax and chopped down the beanstalk. The giant was so heavy that he fell and made a great hole in the ground through which he disappeared forever.

Jack and his mother had recovered the magic hen which laid golden eggs, the bags full of silver and gold, and the magic harp which made beautiful music. They never had to be hungry again, and they were able to do much good for their friends.

Bean Demonstration

Show different kinds of beans. Show some fresh green beans and dried beans in pods. Show labels from different kinds of beans that grocery stores have. (These may be placed in the dramatic play area later.)

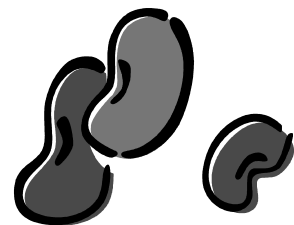
Plant Demonstration

Materials needed: drinking glasses, straws, water.

Pour water into the drinking glasses. Lead a group discussion on plant parts, emphasizing roots and their function. Offer each child a glass of water and a straw. Explain that they will play act. The straws are their roots and they are the plants. Encourage the children to grow like plants as they drink the water.

Plant Parts

Cut out parts of a plant from flannel. Have the words: flower, stem, leaves, petals, and roots printed on pieces of flannel. Explain to the children that the roots of plants grow downward. The stem grows upward. The leaves and flowers grow from the stem. As the plant grows, it turns toward the sunlight. Have the children take turns placing the plant parts with the correct labels on the flannel board.



Circle (Group) Time

Seed Protection

Talk about seed protection. Explain to the children that nature protects seeds in very interesting and unusual ways. Bring in examples of seeds and the ways in which they are protected. A few suggestions are as follows:

Skin—cherry, apple

Hush—corn

Pod—peas

Rind—orange, grapefruit

Peel—banana

Shell—nut



Pass these around the circle and let the children see and touch them.

Point out to the children that not all seeds are planted by people. Seeds move in some unusual ways. The wind can carry them to a new place. They can stick to the fur of animals and then drop off in a different place, and animals such as squirrels and mice carry them to another place.

Explain the difference between artificial plants and plants that are alive. Live plants need light, water, oxygen, and nutrients to grow. Show pictures and examples of both real and artificial plants.

Plastic Bottle Terrarium

To make a terrarium, cut the top half off an empty, plastic 1-liter soft-drink bottle. Keep the cap on the bottle. (Recycle or reuse the bottom half of the bottle.) Set the top of the bottle in an aluminum pie pan. Glue the perimeter of the bottle to the pie pan (a hot glue gun works well). Let the glue dry. Take the cap off the bottle. Help your child use the funnel to put dirt into the bottom of the bottle. Then have your child drop in a seed and use the funnel again to put dirt on top of the seed. Let your child add a small amount of water to the terrarium and put the cap back on. Place the terrarium in a sunny place.

Circle (Group) Time

Read "The Great, Big, Enormous Turnip" to the class. (Teacher: make the shoebox theater.) Use the theater to illustrate the story. Then place the shoebox in the library center. The children can take turns "pulling" the story frame strips through the shoe box theater as they act out the story. Several children may enjoy working together to act out the various characters.

WHAT TO USE: shoe box, crayons & markers, scissors, paste, butcher paper (or shelf paper), copies of story picture pages.

Color and cut out the story frames. Cut strips of white paper (each the width of a story frame and long enough for all eight frames). Paste the story frames on the strips in the correct sequence, leaving a little space between each frame. Cut a hole large enough for one story frame in the side of a shoe box and a slit through which the story frame strip may be pulled in each end of the box.

The Great, Big, Enormous Turnip

One day an old man planted a tiny turnip seed and then waited for a turnip to grow. Finally, it began to grow—and grow—and grow—and grow! "It's such a big turnip," thought the old man, "that I must pull it from the ground to feed my family." So, he tried to pull the turnip from the ground, but it was much too big. "Come help me with this great, big, enormous turnip!" he called to the old lady. So, the old lady pulled the old man and the old man pulled the turnip, but they could not pull the turnip from the ground.

"Come, child, help us with this great, big, enormous turnip!" the old lady called. So, the child pulled the old lady, the old lady pulled the old man, and the old man pulled the turnip. Still, the turnip would not budge. "Here, dog, help us pull this great, big, enormous turnip from the ground!" called the child. So, the dog pulled the child, the child pulled the old lady, the old lady pulled the man, and the old man pulled the turnip. Even so, they could not pull the turnip from the ground.

"We need your help cat!" called the dog. So, the cat pulled the dog, the dog pulled the child, the child pulled the old lady, the old lady pulled the old man, and the old man pulled the turnip. But, try as they might, they still could not pull the turnip from the ground.

One more time, harder than ever, they all pulled together. And what do you know, up came the great, big, enormous turnip!



Art & Creativity

Benchmarks: Creative/Aesthetic Learning, Expression Through Art Forms and Activities 2.10, 2.12

Plant Collage

Have children cut pictures from seed catalogs to make a collage of things that grow from seeds. Include seed catalogs, pictures of flowers, fruits, and vegetables, etc.

Vegetable Prints

Cut a potato in half. Cut a design into the potato or cut the surrounding potato away from the design. Have a shallow container of paint available for each potato. Let children dip the potatoes and then stamp pieces of paper to make designs.

- ☺ Have the children decorate small plastic bowls that can be used as flower pots.
- ☺ Give each child a piece of cardboard or posterboard. Encourage children to glue a variety of seeds to the board to create pictures or mosaics. Children can make an outline, such as a tree, a pumpkin, or an animal, and then fill it in with seeds.
- ☺ Cut out large bean shapes for easel painting.
- ☺ Let the children glue beans to brown paper. Add green yarn for plants.
- ☺ Sort beans into categories and make a bean collage.

COMING SOON!

Arkansas Fit Kids

For Family Child Care Providers

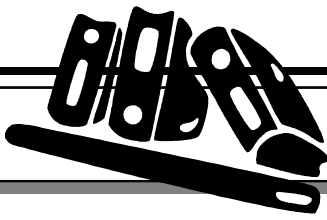
Help your children and families get fit!

Learn new ideas to encourage healthy eating and physical activity

Arkansas Fit Kids Activity Kit contains eight new learning activities for every month of the school year.

Brought to you by
Arkansas State University Childhood Services
Child Care Connections
DHS Division of Child Care and Early Childhood Education
Special Nutrition Food Program





Language Arts

Benchmarks: Language 5.2-5.10

Plant a Garden

Cut pictures of vegetables out of seed catalogs. Mount the pictures on heavy paper and cover them with clear self-stick paper for durability. Attach pieces of magnetic strip to the backs of the pictures. Let your children take turns "planting" a garden by arranging the pictures on a metal surface. Help them name the different vegetables.

- ☺ Show a picture of a greenhouse and then talk about the functions of a greenhouse and about how plants are grown there.
- ☺ Make a graph putting beans in categories by shape, size, and color. Label the graph after discussion with the children.
- ☺ Read the all-time favorite *Peter Rabbit* by Beatrix Potter. Have a follow-up discussion and allow the children to pantomime how the various characters felt in the story.
- ☺ Provide a head of lettuce and carrot sticks for a touching/tasting party! Ask the children to think of descriptive words for two lists—words that describe lettuce and words that describe carrots. Write each list on a chart and keep the charts in the room for reference.
- ☺ Show pictures of various kinds of plants, such as vegetables, trees, flowers, and grass and have your children name them.



Start planning now!

10th Annual

Family Child Care Conference

April 18-19, 2008

Holiday Inn

Jonesboro, Arkansas

Registration Information Coming Soon!
Call 1-888-429-1585 for more information.



Sing, Song, Sway

Benchmarks: Creative/Aesthetic, Learning Expression Through Art Forms and Activities 2.4-2.9, Language Arts 5.5

Plant a bean	(dig a hole)
Plant a bean	(dig a hole)
In the ground	(dig a hole)
In the ground	(dig a hole)
Water it each day	(water with watering can)
Pull out all the weeds	(pull out weeds)
Watch it grow	(shade eyes)
Watch it grow!	(shade eyes)

Seeds

Seeds stick	(pick off clothes)
Seeds fly	(wave arms)
Seeds explode	(Cup hands and clap)
Seeds ride.	(pick off of socks)

Little Seed

I'm a little seed, watch me grow (suit actions to words)
1 stem, 2 stem, 3-4-5.
I have five stems
I have grown just fine.

Five Little Sprouts

Five little sprouts growing near the door,
One got eaten, then there were four.
Four little sprouts, visited by a bee,
One got eaten, then there were three.
Three little sprouts, now what will they do?
One got eaten, then there were two.
Two little sprouts, soaking in the sun,
One got eaten, then there was one.
One little sprout, ends up on a bun,
It got eaten, then there were none!





Sing, Song, Sway

Growth

A little tiny seed is lying in its bed.
A warm spring sun comes shining overhead.
Down raindrops fell to and fro,
The little seed woke up and started to grow.

(left hand closed)
(form circle over head)
(rain motions)
(forefinger extends from head,
rises upward)

Farmer

First the farmer sows his seeds.
Then he stands and takes his ease.
He stamps his foot.
He claps his hands,
And turns around to view his lands.

(imitate planting seeds)
(stand with hands on hips)
(stamp foot)
(clap hands)
(turn around with hand across eyebrows,
looking).

Gardening

I dig, dig, dig
And I plant some seeds.
I rake, rake, rake,
And pull some weeds.
I wait and watch
And soon I know
I'll be here in the patch
To see my garden grow.



This is My Garden

This is my garden
I'll rake it with care,
And then some flower seeds
I'll plant in there.
The sun will shine
And rain will fall
And my garden will blossom
And grow straight and tall,

(extend one hand forward, palm up)
(make raking motion on palm with fingers of other hand)
(make planting motion with thumb & index finger of same hand)

(make circle above head with hands)
(let fingers flutter down to lap)
(cup hands together and extend slowly)

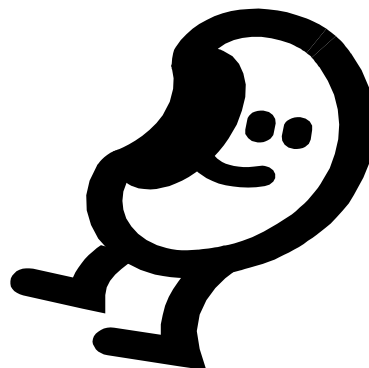


Sing, Song, Sway

I'll Plant a Little Bean

Sung to the tune of "I'm a Little Teapot"

I'll plant a little bean in the dark, dark ground
Out comes the yellow sun, big and round
Down comes the cool rain, soft and slow.
Up comes the little bean, grow, grow, grow!



The Bean

Sung to the tune of "Twinkle, Twinkle, Little Star"

I'm a little planted bean
See the rain falling on me.
Sunshine comes through the sky
These are the things I need to grow.
Oh, how happy they make me.
I'm a little growing bean.

Growing

Sung to the tune of "Are You Sleeping?"

I'm a seedling, I'm a seedling,
See me grow! See me grow!
Sun and rain together,
Make good growing weather.
Don't you know—
That I grow!!!



Seedlings Grow

Sung to the tune of "Muffin Man"

Oh, do you know how seedlings grow?
How seedlings grow?
How seedlings grow?
Oh, do you know how seedlings grow?
Up and down our lane.

Yes, I know how seedlings grow.
How seedlings grow.
How seedlings grow.
The sun and rain help seedlings grow,
Up and down our lane.



Sing, Song, Sway

Planting

Sung to the tune of "Farmer in the Dell"

The farmer plants the seeds
The farmer plants the seeds
Heigh-Ho-the Derry-O
The farmer plants the seeds

The warm sun shines all day
The rain comes falling down
The sprout pops through the soil
See our garden grow
We need to water and hoe
We helped our garden grow

Grow, Grow, Little Vegetables

Sung to the tune of "Row, Row, Row Your Boat"

Grow, Grow, little vegetables
Growing in a row.
I will take good care of you,
I'll water you just so.

Seed Instruments

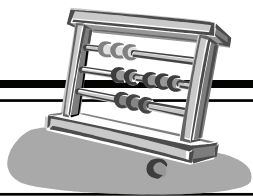
Invite each child to choose a plastic container and place a small number of seeds inside. Have the children hold the lids in place and shake the containers to see if they are satisfied with the seed sounds. Let the children add or remove seeds as they wish. Tape the lids in place. Play some marching music and invite the children to play along by shaking their seed instruments.

Down in My Garden

Sung to the tune of "Down by the Station"

Down in my garden
Early in the morning
See my many vegetables
Stand so tall
See all the plants
Wave at me standing
Grow, grow, grow, grow
Stand up big and tall!





Math and Manipulatives

Benchmarks: Cognitive/Intellectual Learning—Mathematics and Science 3.10, 3.13, 3.15

The Number Garden

Stick large adhesive dots on the sides of clay flower pots and fill the pots with sand. Make paper flowers on dowel rods, write a number in the center of each flower. Children are to choose a flower and place it in the pot which has the number of dots as the number on the flower.

Materials Needed: sorted seeds from Arrival, one square piece of cardboard per child, two pieces of yarn per child, glue

Children make lines to divide their cardboard into four equal sections, cover the lines with glue and lay the yarn over the glue. Now they can place different kinds of seeds in each section by color, shape, or size.

Make 5 pictures of each. Make them different sizes. Let the children put the pictures in sequence from largest to smallest or smallest to largest.

Place pictures of fruit on index cards. Make cards with pictures or seeds that correspond with the fruit pictures. Place the cards on the table, picture side-up. Invite children to match each seed with the fruit from which it came by placing the seeds next to the appropriate picture card. Glue one seed on the back of each picture card to make the activity self-checking.

Seed Sort

Suggest ways the seeds can be sorted, such as by size, color, texture, or shape. Encourage children to sort the seeds by placing them in the egg carton cups. Ask each child to explain the reasons for his or her sorting strategy.

Carrot Game

Select 6 to 10 carrots of various sizes. Cut off the leafy tops. Let your children take turns lining up the carrots from largest to smallest or shortest to longest.

Pulling Up Vegetables

Purchase about 10 vegetables with green, leafy tops. Plant the vegetables in a big tub of dirt so that they look as if they are actually growing. Ask one child to pull up two vegetables, another child to pull up four vegetables, a third child to pull up one vegetable, and so on, until the tub is empty. Then replant the vegetables and start the game again.



Science

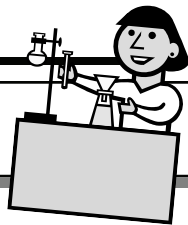
Benchmarks: Cognitive/Intellectual Learning—Mathematics and Science 3.19-3.25

Paper Cup Gardens

What to use: soil, paper cups, seeds (lettuce, radish, string or lima beans seeds are good for quick sprouting), construction paper, yarn or ribbon, crayons & markers.

Help each child fill a paper cup with soil and plant a few seeds in the cup. Plant two or three additional cups of seeds to use in a class experiment. Place one cup in a dark place to show the children what happens when plants do not receive sunlight. Do not water another cup of seeds to show what happens when plants do not receive enough water. As the seeds sprout and the plants begin to grow, discuss the growth with the class. Let the children examine the leaves and stems through a magnifying glass. Discuss the differences in the growth of the children's plants and the growth (or lack of growth) of the plants not receiving sunlight and water.

- ☺ Grow carrots in a dish and a pot! First, cut off several carrot tops, leaving about half an inch of carrot on each "top." Place the carrot tops in a shallow dish of water and add a few pebbles to keep the carrots from touching. Place the dish on a windowsill (or other sunny spot) and have the children observe daily to watch the carrot tops grow. On the day when the carrot tops are first placed in water, help the children plant carrot seeds in a pot of soil. Read the directions on the seed packet to the children. Place the pot on the windowsill beside the carrot tops and compare the growth of the plants daily.
- ☺ Provide a piece of blotter paper, a sponge, a pot of soil and a packet of lettuce seeds. Ask the children to help prepare three lettuce gardens. First, plant several lettuce seeds in pot of soil after reading the seed packet directions aloud. Then, place a sponge and a piece of blotter paper in two shallow glass dishes, each containing a thin layer of water. Place several lettuce seeds on the sponge and blotter paper. (Note: It is important to use glass dishes so that the roots can be observed during the "sprouting" stage). Place each of three containers on the windowsill.
- ☺ Give each child several soaked beans and several dry beans. Invite children to compare the beans. Have the children use their fingernails to separate the two halves of the soaked seeds.
- ☺ Place a variety of seeds in this area. Include seeds of many sizes and shapes, fruit seeds, bean seeds, avocado seeds, etc. Also place a magnifying glass in the center.



Science

- ☺ Give each child a paper plate, plastic knife, and a piece of fruit. Invite the children to remove the seeds from the fruits. Encourage students to examine the seeds with magnifying glasses and discuss their discoveries with their classmates.

Celery Experiment

Place a celery stalk in a glass of colored water. Place another celery stalk in a glass of clear water. After a few hours, the celery in the colored water will begin to change color. Put these glasses in the center to illustrate how plants "drink" or how water moves up the stems of plants. Explain that although we can't see the clear water moving up the celery, it is also being absorbed.

Planting Seedlings

Bring in several plant seedlings (available at nurseries). Set out large flower pots, potting soil, and small spades. Let your children help fill the large pots with the soil, plant the seedlings in them, and add water. Place the pots in a sunny spot where the children can observe as the seedlings grow into plants.

- ☺ Place different types of beans in a re-closable bag with two tablespoons of water. Label the bag. Tape bag to window. Watch beans. The exercise may take up to five days. Record the results and tape them next to the bag.
- ☺ Plant sprouting beans into a container of soil. Observe the fastest, tallest, growing sprouts and any other differences.
- ☺ Show the children a plant with the root system attached and let them handle it. Have a magnifying glass and a plant classification book available. Seeds need water to grow. What happens when we soak them? Use beans. Do they get bigger when they are soaked? Measure their size when they are dry and when wet. Compare the two sets of measurements. How heavy are the beans when dry and when wet? Soaked seeds are easier to take apart and study. Soak some beans and use cocktail sticks to take them apart.
- ☺ Germinating seeds are strong. To demonstrate, fill a small bottle or plastic vial with seeds (peas or beans). Fill the bottle with water. Stopper the bottle with a cork or piece of plastic held tight by a rubberband. Wait about 6 to 8 hours for the swelling seeds to pop off the cork or lift up the plastic cover. Water moves into the seed cells through the seed walls. This swells the seeds and puts pressure on the container. This principle was used to stretch a tight pair of leather shoes years ago.



Gross Motor

Benchmarks: 4.9, 4.11, 4.12, 4.13

- ☺ Ask the question, Why do small creatures or insects fly or run away when you get too close? (You surprise them. They think you might harm them. They do not know that you are a friend).
- ☺ Have everyone stand and look at the ground. Explain how a creature looking up at you would see a giant!!!
- ☺ Lie under a tall structure, such as a tree, a high wall, or climbing equipment. Pretend you are a small bug and the tall structure is alive. It is coming toward you! Would you feel afraid? Would you want to run?
- ☺ Take a walk outside. Look for plants that are just beginning to grow. If possible, plant some flowers or plants near your classroom.

Musical Chairs

Tape a seed package on the back of each chair. When the music stops say something such as, "People with carrot seeds on their chair stand up." Repeat, naming a different seed each time the music stops.

Planting Exercise

The teacher can lead the children in planting exercises. Pretend to run (in place) to the garden, dig up the dirt, and plant the seeds, hoe, etc.

Making a Garden

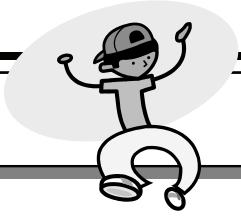
Ask your children to make an imaginary garden. Have them act out gardening activities such as pulling weeds, digging in the soil which pretend shovels and hoes, planting seeds, and watering.

Vegetable Relays

Form teams and establish rules. Children can have a relay race performing such actions as rolling potatoes with their noses, carrying carrots under their chins, balancing radishes on their heads, etc.

Carrot, Carrot, Beet

Play the traditional "Duck, Duck, Goose," but substitute vegetable names for the words.



Gross Motor

Hot Vegetable

Have the children sit in a circle facing inward. One child is chosen to be the leader and sits in the middle of the circle. A vegetable is passed from player to player. Each player must accept it and pass it quickly to the next player. As the object is passed, the leader closes his or her eyes and yells, "Hot!" The player holding the vegetable when the word is called is out. The game is played until all players but one have been eliminated.

Little Sprouts

Have your children crouch down near the floor, pretending to be seeds in the ground. As you pretend to add water, have the "seeds" sprout and gradually grow taller and taller until at last they become full-grown "plants."

Seed, Sprout, Flower!

Play Duck, Duck, Goose...say seed, sprout, flower. On "flower" the chase begins.

38th Annual Early Childhood Education Conference

August 4-6, 2008

Fowler and Convocation Centers

Registration information coming soon

Call 1-888-429-1585 for more information



Cooking and Children Mix Well

Benchmarks: Cognitive/Intellectual Learning—Mathematics and Science 3.13-3.15; Physical Development: Health and Nutrition 4.3-4.5

Crock Pot Beans

2 cups dried beans, water, salt, pepper, plastic forks, onion, bacon (or cooking oil), crock pot, paper cups



Wash the beans and soak them in water overnight. The next day, cover the beans with water and add a slice of onion and a few slices of bacon (or one tablespoon of cooking oil). Start cooking the beans early in the day on low heat. Take the top off the pot at regular intervals to observe the changes taking place as the beans cook. Discuss steam and the process of "softening" the beans. Cook the beans approximately 3 hours until tender. Taste the beans before serving and add salt and pepper if desired. Serve the beans in paper cups.

Mr. Vegetable Face

Cover a slice of bread with peanut butter. Use bean sprouts for hair, carrot slices for eyes, a celery slice for a nose, and part of a green pepper for a mouth.

Carrot Sticks and Dip

Let your children help wash fresh carrots. Peel the carrots and cut them into sticks. Serve them with a favorite dip.



Block Center

Benchmarks: Experience Success 1.4-1.9

- ☺ Build a garden with added plants, hoe, rack, shovel, tractors and people.
- ☺ Have the children use blocks to build a garden bed. Place brown paper or cardboard on the floor to represent dirt. Place them or make seed packages out of envelopes to represent the different seeds.
- ☺ Add Styrofoam and plastic plants to build a garden.



Dramatic Play



Benchmarks: Creative/Aesthetic, Learning Expression Through Art Forms and Activities 2.4-2.9,

- ☺ Add pot, spoon and vegetables to make soup. Add a variety of plastic vegetables. Set up a garden on green cloth and gather vegetables.
- ☺ Set up a seed shop in this area. Add packages of seeds, vault of beans, etc. for the children to sell. Have scales for the children to weigh the seeds. Also add sacks for the seeds and small plastic baggies. Signs to add: green beans, lima beans, black-eyed peas, great northern beans, etc.
- ☺ Add beans to break and to hull. Have different kinds of beans to make bean soup.



Sand and Water

Benchmarks: Cognitive/Intellectual Learning—Mathematics and Science 3.19-3.20, 3.23

- ☺ Place several plants/seeds in the water area. Let the children water the seeds or plants. Let the children wash fruits and vegetables.
- ☺ Have a variety of seeds available in the sand area. Let the children plant the seeds in the sand. Put plastic gardening tools in the sand.
- ☺ Plant beans in the sand. Soak beans in water after washing them.

Gardening in Rows

Let your children plant seeds in their own garden "rows." Remove the lids from several cardboard egg cartons and save for another use. Cut the bottoms of the egg cartons in half lengthwise to create rows. Give each child one row. Let the children fill the egg cups in their rows with potting soil. Then let them plant fast-growing seeds (sunflower, radish, marigold, etc.) in the dirt. Observe the growth over a length of time.

- ☺ Plant carrots and onions in a tire garden on the playground, following directions on the seed packages. Have children water and weed the garden.



Books Worth Reading

Benchmarks: 1.19 Works cooperatively with others on completing a task

WSS: Domain: Personal and Social Development Component: Interaction with Others Performance

Indicators: 1: Interacts easily with one or more children. 2: Participates in the group life of the class

Jack and the Beanstalk

Vegetables

*Eating the Alphabet: Fruits and
Vegetables A to Z*

Growing Vegetable Soup

Vegetable Garden

Mrs. Spitzer's Garden

Beans

Green as a Bean

One Bean

Beans

Life Cycle of a Bean

Bean

From Bean to Bean Plant

Edith Nesbit

Robin Nelson

Lois Ehlert

Lois Ehlert

Douglas Florian

Edith Pattou

Gail Saunders-Smith

Karla Kuskin

Anne Rockwell

Julie Murray

Angela Royston

Louise A. Spilsbury

Anita Ganeri



Child Health ALERT

A Survey of Current Developments Affecting Child Health Care

Pediatricians Urge Screening For Autism

Autism spectrum disorder (ASD) includes various conditions (like Autism) that produce certain kinds of developmental problems in children. Because the number of children with ASD appears to have increased over the past years, the American Academy of Pediatrics (AAP) has provided guidelines to help pediatricians recognize children with ASD earlier so they can guide families to helpful interventions.

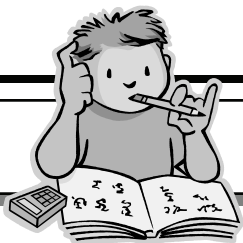
Typically, parents will raise concerns if their child has delays in language development around 18 months of age. However, there are earlier, less obvious signs that could lead to an earlier diagnosis, and the report urges pediatricians to ask about them (for example, the child not turning when the parent calls the baby's name or failing to make eye contact with people). The report also points to certain "red flags" that should prompt an immediate evaluation.

These include:

- ☺ No babbling or pointing or other gestures by 12 months
- ☺ No single words by 16 months
- ☺ No two-word spontaneous phrases by 24 months
- ☺ Loss of language or social skills at any age

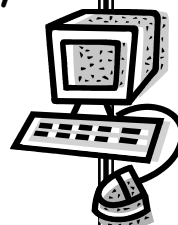
The AAP is not the only urging pediatricians to ask about signs of ASD at every well-child visit, but it is also urging universal screening, meaning that pediatricians should conduct formal screening on all children on all children at 18 and 24 months of age—whether there are any concerns about ASD or not. All these efforts are intended to make the diagnosis as early as possible; according to one of the report's authors, "therapy can help the child cope in regular environments; it helps children want to learn and communicate."

The AAP recommendations are contained in two reports; one, *Johnson CP et al*, is called "autism spectrum disorders" (*Pediatrics*, November, 2007, pp. 1162-1182).



Training Announcement

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Suggestions? Ideas? Questions?

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